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ABSTRACT

Family Friends is an intergenerational program that brings senior volunteers into the lives of children with disabilities or chronic illnesses. JobStart is a training program in which volunteers help children with disabilities who are 10 years of age or older prepare to enter the world of work. A JobStart team is formed for each child in the program. The team consists of the child, a parent, the senior volunteer, a representative from the child's school, and persons with special skills appropriate to the child's situation. Team members complete a questionnaire describing their perceptions about the child, and children complete a questionnaire about what they like and do. The child is introduced to future work possibilities by doing work around the home, meeting resource people in the community, and visiting work sites. The child is taught techniques for finding a job, such as locating job advertisements, writing a resume, and answering questions in an interview. Finally, the child is placed in a temporary job in the school or community. Each member of the team completes a checklist evaluating the effectiveness of the team's work. Assessment instruments are included. A resource guide relating to employment and disabled children is appended. Resources include organizations, publications, newsletters, resource centers, and videos. (BC)

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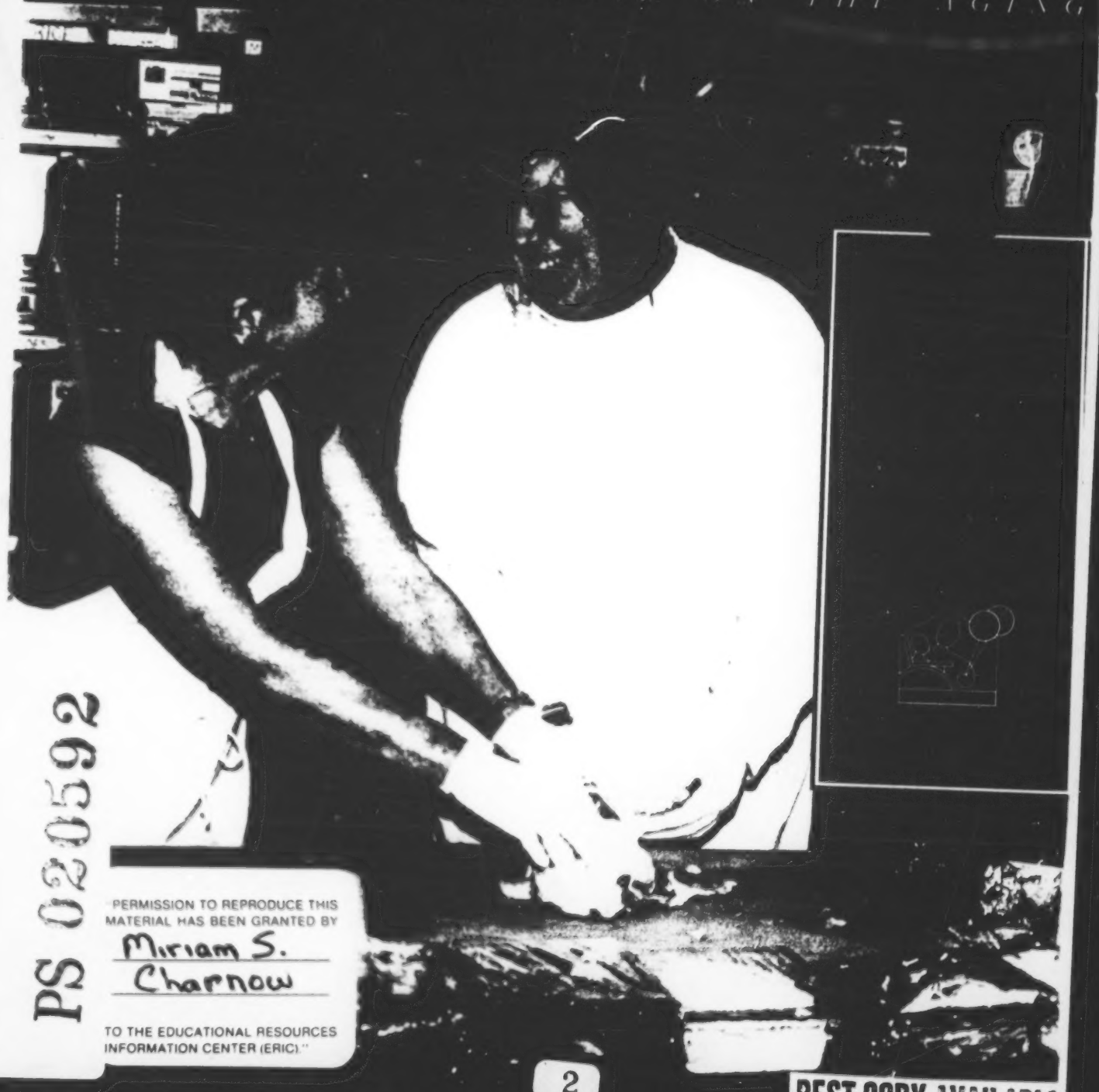

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■ *Sara is learning kitchen skills with the help of a volunteer, at the Easter Seal Jolicoeur School in New Hampshire. (Cover photo)*

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JobStart

The Road to Independence

A Family Friends Training Curriculum

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The Road To Independence

"How wonderful it would have been for me, as a young boy, to have had the kind of preparation for the world of work we're now able to offer young people through the JobStart program."

Arthur Lusignan
Family Friends Volunteer
Hartford, Connecticut

JobStart is a training program that enables Family Friends volunteers to help children with disabilities, aged ten and older, prepare to enter the world of work. Family Friends, a program of The National Council on the Aging, matches senior volunteers with children who have disabilities or chronic illnesses. Volunteers work with the children in many ways—from recreation and school activities to helping many think about future jobs and living independently.

Conceived as a training component for the Family Friends Program, JobStart can also be applied effectively to other job training, special education, employment transition, and English as a second language programs. It can also be used by teachers in schools for the developmentally disabled, in mentoring programs, and by volunteers who work with young people at risk.

Family Friends projects use the JobStart training curriculum to ready children for realities of the workplace. Young people with disabilities, soon to reach the transition period between schooling and employment, get their first job-related lessons by practicing the JobStart exercises described in Units I-III.

This intergenerational approach to work readiness is equally useful as a refresher course for adults who give young people extra help in developing fundamental job and life skills.

SOLVING A PROBLEM

More than two million young children in America suffer from severe chronic illnesses or disabilities. The good news is that, over the past 25 years, the number of these children who are able to remain at home, rather than in an institution, has doubled. The bad news is that having them at home places hardship on their families. Although living at home is undoubtedly desirable, caring for these children may place extraordinary physical, emotional, and financial burdens on their parents.

Parents worry about what will happen to their children when they themselves are no longer able to provide care. Other parents are unwilling or unable to let go of these children who depend on them almost totally, thus reinforcing rather than lightening their burden.

"My brother, Hugh, was mentally handicapped. I saw in our home that protective, almost smothering bond of love that develops between parent and handicapped child. You don't want to see them fail, see them hurt."

Frank Jones, Columnist
The Toronto Star
March 30, 1991

Some young people in special education programs may receive job preparation during school hours, but assistance in providing for job placement, life skills, or skills relating to the employment needs of today is very dependent on available local and state resources. After graduation, many young people simply remain at home, with little or no motivation to seek employment. The unemployment rate for people with disabilities is more than 60 percent.

Most children often hear the question, "What are you going to be when you grow up."

Not children with disabilities. Instead, parents wonder, "What is my child going to do?" Even the children themselves aren't asking the right questions.

They aren't sitting there saying, "I can do anything." They're sitting there saying, "I can't do anything." They're shutting off all the routine networks that set people up for their future careers. That's a bad position to start from in a competitive job market.

The problem is the growing number of children who will, within the next several years, need financial, employment, transportation, housing, and social help.

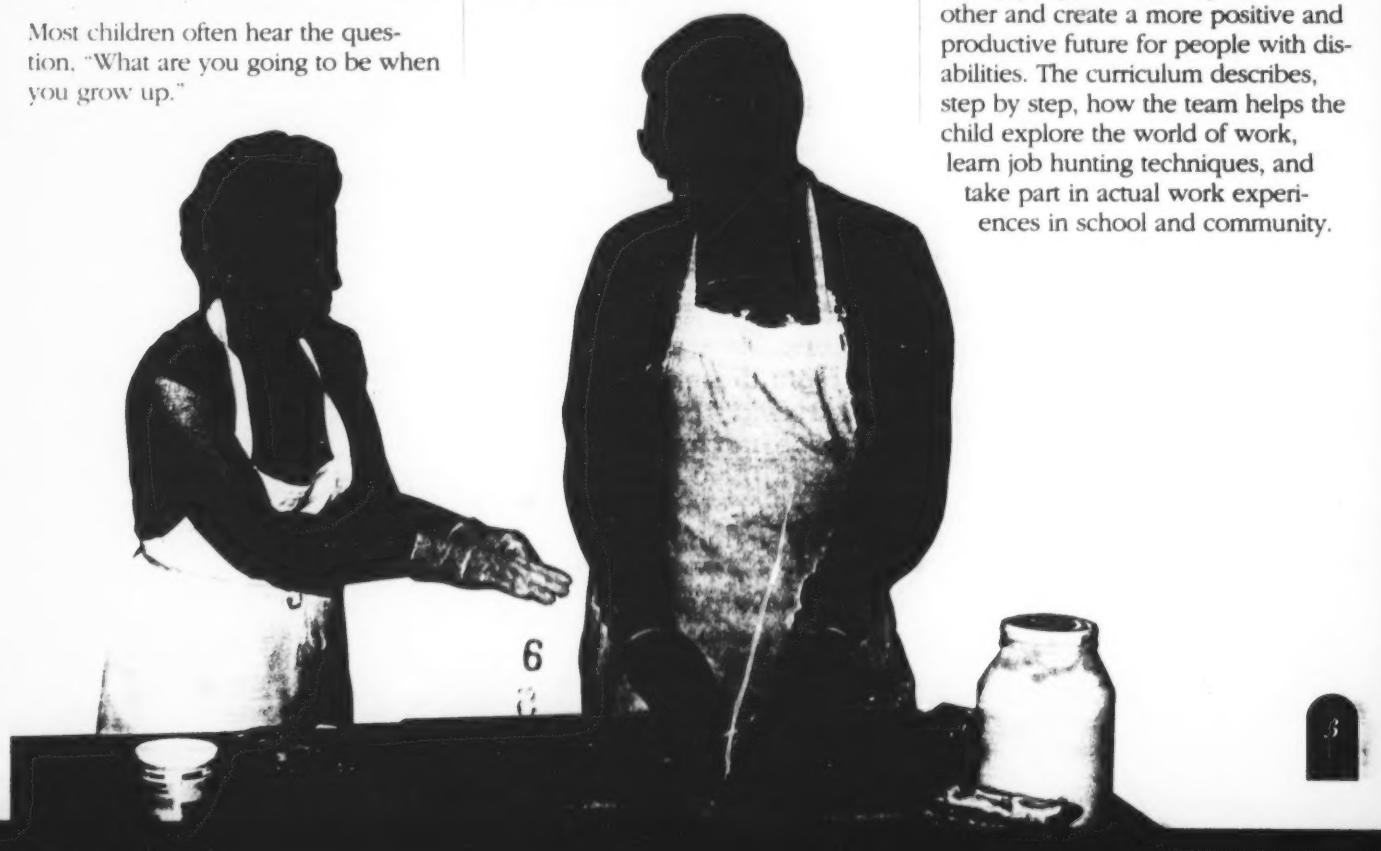
The solution is to prepare these young people to live independently. The strategy is to give them insight into the world of work, demonstrating to each of them that they can learn needed life and job skills leading to employment, security, and independence.

THE CURRICULUM

JobStart fills a training gap for young people who will not be eligible for existing limited assistance programs until they reach the age of 16. By then, it is far too late for job and life skills orientation to make an impact. Intervention must start earlier; and it must involve parents, teachers, and the children — along with the older volunteers who add their own work experience to the curriculum.

The JobStart curriculum focuses on the activities of a team composed of the child, his or her parents, school representatives, and the Family Friend volunteer. Together, they become a support group, each assuming a separate role in helping the child toward self-sustaining independence, job placement, and job security.

JobStart adds an extra dimension to the Family Friends program by enabling families, senior volunteers, and young people to draw upon each other and create a more positive and productive future for people with disabilities. The curriculum describes, step by step, how the team helps the child explore the world of work, learn job hunting techniques, and take part in actual work experiences in school and community.



Jake was born without arms or legs. But his mental capacities are not impaired. As a child he fell in love with flight, dreaming of someday becoming a pilot, but knowing he never would. Then, one day his Family Friend, using an idea learned during JobStart training, took him to visit the control tower of their local airport. There Jake discovered the world of computers and found that he could, despite his disability, operate one. Now he dreams of becoming an air traffic controller and no longer thinks he'll be a burden to others for the rest of his life. Thanks to the JobStart training his Family Friend received, Jake's world has expanded and he can anticipate a life of independence.

This handbook is designed to be used by Family Friends project directors, parents, and volunteers; teachers and parents of students with special needs; and anyone involved in programs aimed at transitioning young people with disabilities from school to work.

To put the JobStart curriculum in perspective, we offer the following overview of the basic Family Friends program and its expansion components, Rural Family Friends and Family Friends/Homeless Children.

FAMILY FRIENDS: HEART MEDICINE MONEY CAN'T BUY

Family Friends, originated and sponsored by The National Council on the Aging, is an intergenerational program that brings older people into the lives of children with disabilities or chronic illnesses. Family Friends volunteer their time, talent, and caring nature several times each week to visit these children at home, bringing hope to them and respite to their parents.

Family Friends began in 1986, when it was developed by NCOA and first funded by The Robert Wood Johnson Foundation, a philanthropic organization devoted to improving the nation's health care.

Since then, Family Friends has been expanded to assist rural families in distress, homeless families living in temporary shelters, and families with HIV^+ babies.

WHO ARE FAMILY FRIENDS AND HOW DO THEY HELP?

Family Friend volunteers are at least 55 years of age. Their average age is 67. While many volunteers are still working, 79% are retired from teaching, social work, management, industry, nursing, homemaking, and a number of other professions. Most are parents, and many are grandparents.

A Family Friend is trained to find the best way to help each family. After being selected and trained, the volunteer makes regular home visits to the child. Family Friends become surrogate grandparents to the child, other children in the family, and parents.

They bring their own life experience with them and are often able to give perspective to the lives of everyone involved with a disabled or chronically ill child. In some cases, the Family Friend has personally dealt with physical limitations and grief and has developed coping skills that can be passed along to others.

Volunteers read to the children, take them on outings, play games with them, listen and talk to them, and offer them friendship. Similarly, they bolster the parents, who need respite from the constant care required by their special needs children.

THE FAMILY FRIENDS PROGRAM

Each local Family Friends project has a number of components: a project director, an advisory council, volunteers, families, training (including JobStart), fundraising, promotion, and evaluation.

- **Project directors** are professionals who have previous experience with medically fragile children and their families, or with families in distress. Project directors and staff recruit, train, and supervise the volunteers and work with the families.

- **Advisory councils** are composed of community leaders with fundraising experience, parents, educators, social workers, health care professionals, and specialists on aging. These councils become a source of personal contacts for volunteer recruitment and other needed resources, such as books, toys, jobs, food, and even housing.

- **Recruiting volunteers** starts with the personal touch — one-on-one recruitment, a volunteer nominating a friend or relative. Others may become volunteers as a result of a TV spot, radio interview, newspaper articles in the local press and senior center newsletters, staff personal appearances at seniors' clubs and senior housing sites, and corporate retirement meetings. One of the newest techniques is organizational adoption, where an organization adopts the Family Friends local project and helps recruit members as volunteers.

In Milwaukee, Wisconsin, the sponsor of Family Friends in Homeless Shelters has met with community religious leaders seeking organizational involvement for recruitment purposes. At least 10 volunteers resulted from this new recruitment method.

- **Selecting families** includes an interview process. Like the volunteers, parents are interviewed about medical histories, current educational and health care services used, family needs and resources, and specific areas in which the Family Friend can be most helpful. At the same time, the staff member evaluates the family's situation to allow for the most effective volunteer match possible.

"I have long been a supporter of intergenerational programs. I believe that joining the assets of the young and the old can only have positive and constructive results. JobStart looks to be the type of program that can bring together the wisdom and experience of the elderly and use it to enrich the future experiences and opportunities of the young."

Hon. Thomas J. Downey (D-NY)
Chairman, Subcommittee on Human Services,
House Select Committee on Aging

Jane works with quadruplets in Omaha, Nebraska. All four children had great difficulty with speech. Jane has been working with them for the past year, improving their speech patterns, teaching them to help out at home, too. The four children have improved their speaking ability, and caring for their personal belongings, as well as taking care of their home. As a result, the mother's parenting skills and homemaking skills have also improved. The children can look forward to learning more about housekeeping, perhaps as a stepping stone to a career in hotel housekeeping and maintenance.

Michael Rankin is a featured player in ABC's televison program, "Life Goes On". Michael is matched with a Family Friend in Los Angeles.

• **Training volunteers** is the responsibility of the program staff with assistance from NCOA, local health specialists, social work agencies, aging organizations, and community groups. Training emphasizes family dynamics, early childhood development, and — in the case of JobStart — job preparation and communications skills. Volunteers learn about community resources for referral purposes and for themselves as well.

The JobStart training component shows volunteers how to teach children to identify their own interests and skills and measure them against those required to get and keep a job. Family Friends project directors use the curriculum in ways best suited to the individual child. Working together, the child, the family, teachers, and volunteers join in preparing that child for future independent living.

The JobStart curriculum begins with building the team — child, parent, school representative, and Family Friend — and identifying the role of each.

Then the child is asked to describe himself, his likes and dislikes, activities and surroundings. The team turns this information into a profile of the child, and it becomes the basis for a series of JobStart activities.

Then the real focus of JobStart takes place, as the child and the Family Friend explore why people work, where they work, what they do at work, what skills are needed at work, and what skills he or she may need to enter the world of work.

• **Fundraising, promotion, and evaluation** are essential to the success of every Family Friends project.

Fundraising takes place at the local level, where the community can see for itself the beneficial effects of a Family Friends program. Financial support comes from private foundations, family corporations, local businesses, state and county social agencies, direct mail, personal contact, and community events such as fairs, luncheons, pot-luck dinners, and special media events.

Program promotion consists of a pul licity campaign to increase public awareness through brochures, press releases, public service announcements, personal appearances, specia events, and articles and human interest stories in newspapers and newsletters.

Evaluation — based on reactions from volunteers and families regarding all aspects of the program — identifies strengths and areas for future project expansion and refinement.

Not too far in the future, Sally, a young adult matched with a Famil Friend volunteer, will be helped by JobStart. Sally lives and works fro her wheelchair. She has limited use of her hands, but with JobSta preparation she could get a job as a receptionist for a multi-nationa computer company in her town. Overseeing a bank of compute screens, Sally can operate the computer by using a pointer hel between her teeth. She can answer the phone, greet visitors, an monitor the computer system.

Growing up with a disability, Sally probably looked forward to non-productive future, dependent on the charity of others. Her Famil Friend was trained in JobStart. As a result, Sally's teachers, family volunteer, and Family Friends staff help her emphasize her skills rathe than her disability. Gradually she will recognize opportunities mad possible through the realization of her own strengths. Sally will fin a new life with a job.

JobStart Training Curriculum

JobStart is designed to help children reach independence by showing them how the world of work operates and what skills they need in order to make a place for themselves in that world. The curriculum begins with building a team devoted to the well-being of the child and then shows the team members how to introduce the child to the workaday world.

The step-by-step approach is practical, using simple, enjoyable exercises and activities to expand the child's image of himself and his world. As the team advances through the curriculum, the child amasses a series of progressive experiences, enhancing his self-image and understanding.

JobStart tackles — and accomplishes — the tasks of helping the young person develop a resumé, hunt for a job, and prepare for and survive an employment interview.

In summary, the curriculum provides methods for evaluating the child's progress and working toward actual competitive employment.

BACKGROUND

In recent years, people with disabilities have been entering the work force in growing numbers, doing jobs that had previously been thought impossible. This has come about because of:

- Laws providing equal access to education and employment.
- Advances in health care and technology that enable people with disabilities to function independently.
- The determination of those individuals with disabilities who want to fully participate in our society.
- Development of coalitions to advocate on behalf of people with disabilities.
- The recognition by public and private sector employers that hiring and promoting people with disabilities is not only socially responsible but is also a sound economic investment.[1]

Preparing people with disabilities to take advantage of the new opportunities that await them must begin early, before hopelessness, self-doubt, or overprotectiveness by family have crystallized. JobStart, with its cadre of trained Family Friends, is designed to introduce the world of work to children with disabilities and chronic illnesses, who are at least 10 years of age.

CONCEPTS AND STRATEGY

JobStart is a training program that provides an environment in which children consider work as an aspect of adulthood. JobStart encourages the investigation of available careers and identifies the skills necessary to enter the work force. It is a vital link to the regular educational system in which the child is enrolled and a transition to other resources: supported employment, rehabilitation services, full employment, and independent living.

JobStart helps young people with disabilities explore the world of work — it begins where the child is, recognizing that his/her world has already been changed by the environment in which he/she lives.

Companion to this child-centered approach is a circle of support for each participant. Parents or caregivers and school/institution representatives join the Family Friends volunteers as part of a team. These adults will constitute a nucleus of support, each with a specific role to play. The curriculum, therefore, is not one but four: child, parent, volunteer, and school/institution representative.

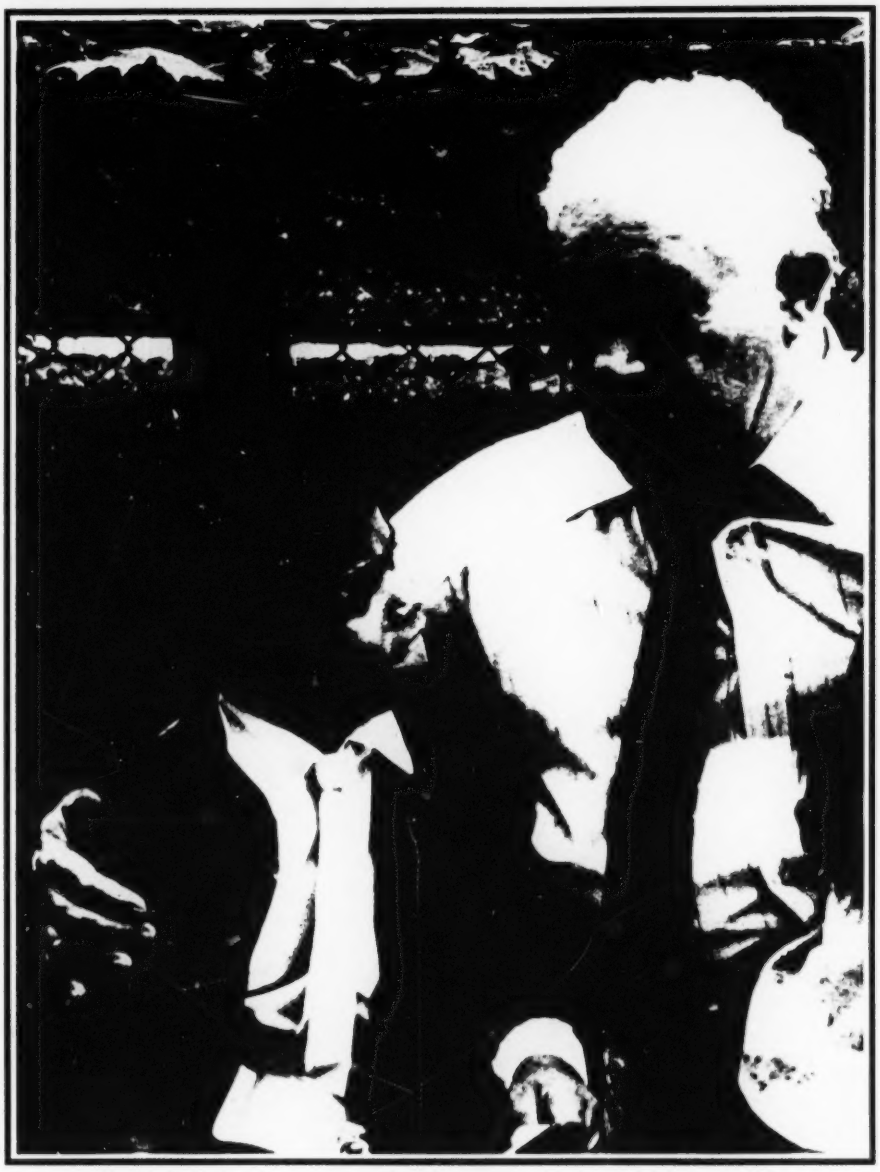
Although the JobStart roles and responsibilities are specific, teams should consider them as points of departure. Variations and enhancements can be added, and tasks not appropriate to special needs should be modified or deleted. JobStart should be a relaxed and non-threatening experience for the child, as well as challenging and fulfilling for the team.

[1]Project REAP - Human Resources Center, New York.

Ted, a bright 10-year-old resident of a homeless shelter, has begun to see the world — and his own life — as full of possibilities, not despair. He spends time twice a week with Henry, his Family Friend, who is encouraging him to think about his own strengths and special skills.

Ted has a neurological impairment making speech and hearing difficult. Working with Henry, a 70-year-old, spry, retired auto mechanic, has helped Ted use JobStart activities. He has created a profile of his own interests and possible career choices.

Ted loves cars and enjoys tinkering with motors. Knowing this, Henry set up appointments with Ted to visit a local garage and to meet with the mechanics on duty. At the garage, Ted talks with the manager, with Henry to help when necessary. Ted hears about a junior apprenticeship program which could help him learn more about his hobby, and maybe his future. Ted and Henry come away from the visit filled with new ideas on which to build a real future for the youngster, a future which could bring him independence and personal productivity.



Unit I: Get Ready!

This unit establishes the JobStart support team and develops a profile of the child and his or her environment.

BUILDING THE TEAM

The JobStart child-centered team consists of a small group of persons who agree to meet regularly to plan and carry out the curriculum and review its progress. Team members should be those who know the child well and interact with him or her on a regular basis.

Effective person-centered teams develop qualities that enable them to realize dramatic changes in the lives of the children who are the focus of their programs.[2]

- **Design of productive meeting strategies:** Effective teams develop and maintain appropriate and efficient formats for running meetings and solving problems together. Because they conduct focused and productive meetings, they can meet frequently and continually redesign their strategies for action.
- **Use of problem-solving tools and technologies:** Effective teams use graphics, videotapes, and other visual tools to help them review their accomplishments and plan for the next stage of activity.
- **Focus of accomplishments:** Effective teams review accomplishments at the start of each meeting. They focus on opportunities and success, and they work to pursue effective strategies.
- **Fostering of leadership skills:** Effective teams strive to develop these skills in each team member. These teams find ways to share leadership roles. In this way, team members are empowered to act and make necessary day-to-day decisions.
- **Respect for and inclusion of all appropriate people:** Effective teams include the essential people in the planning and implementation process, particularly children, families, staff, and advocates. These teams work very hard to discover and build on the ideas and information provided by these key people.
- **Problem solving:** Effective teams develop the skills needed to solve increasingly complex problems. In doing this, they also develop the ability to change existing organizational structures and processes.
- **Organizational effectiveness:** Effective teams learn to get what they need from the system in order to improve the quality of life for the child. They keep project management and administration informed of and involved in their planning efforts, thus receiving management support.

Once a team successfully supports change for one person, it can become even more efficient and effective, expanding its efforts to other individuals. Concepts and skills developed in one situation can be used in others and taught to other teams.

The team also works toward building a network of personal relationships for the child that goes beyond human service workers. The team can provide a bridge for people to move out of isolated programs and into the life of the community.

THE TEAM

The JobStart team consists of:

- **The child**
- **A parent or caregiver**
- **A Family Friends volunteer**
- **A representative from the school or institution the child attends**
- **Other visiting resource persons with special skills or knowledge**

The First Steps

Once the team members have been recruited, the Family Friends project director holds a meeting of the entire team. At this session, participants discuss the job descriptions that follow (page 10), and learn more about their new roles and responsibilities. This initial meeting is an ideal setting in which to clarify the details of the curriculum and the project.

The project director may choose to hold meetings of two or more teams. Larger meetings help:

- Establish networking.
- Share concerns with other families.
- Learn about families' cultural diversity.
- Increase problem-solving skills in association with other parents.
- Increase understanding of families' common interests.
- Learn they are not alone.
- Advocate for institutional change.

[2] Patterson, J. Mount, B., and Than, M. Final Report of the Positive Futures Project, Connecticut Department of Mental Retardation, 1987.

JOB DESCRIPTION FOR TEAM MEMBERS

- **The child**
- **The parent or caregiver**
- **The volunteer**
- **The teacher**

Careers in the food service industry are plentiful, but ten-year-old Mary had not considered them before she began enjoying visits with her Family Friend, Doris. During one of her early get-acquainted visits, Doris chatted with Mary about things she likes to do around the house. The child confided that she enjoys helping her mom prepare dinner and set the table. In spite of her leg braces, Mary feels very much at home in the kitchen, where she's always eager to try a new recipe. Doris picked up on Mary's innate enthusiasm and brought her books about the culinary arts. From that simple getting-to-know-you activity, the two have grown closer.

Doris, Mary, and the other JobStart team members fashioned a work- study project to show the girl what careers are available in food service. Mary's horizons have expanded, and she now dreams — not unrealistically — of becoming a pastry chef employed by a hotel or private club. She has even begun to think of one day opening her own shop and being her own boss. JobStart made a difference in her life; it helped her take an enjoyable household activity and turn it into a bright future.

The Child
The child is the center of the circle of support or team. Certain responsibilities fall upon the child as he/she learns that work is an aspect of adulthood and that JobStart is an exploration of work. The child's responsibility as a team member is to:

- Attend planned activities.
- Tell (at any level possible) about his or her interests.
- Learn new skills.
- Learn how to advocate for himself or herself.

The Parent[3]
The role of the parent is to help the child look toward the future, and to encourage the exploration of work as an avenue to that independence. Parents should share with the team their knowledge of the child so that the team can identify the child's special skills and needs, building upon them for the JobStart program.

The role of the parent is to participate as fully as time will allow. Generally, the parent will be called upon to help do the following:

- Assist in team program activities.
- Provide in-home learning experiences.
- Join other families at meetings.
- Assist with reading and signing support.

The Family Friends Volunteer
The primary role of the volunteer is to introduce the concept of work to a young person and to help him/her learn the skills and responsibilities necessary to realize expanding opportunities. The volunteer is assisted in this role by project staff, resource people, and other team members.

The level of activity varies depending on the needs of the individual child. Generally, volunteers may help by:

- Offering support, encouragement and confidence-building.
- Providing learning experiences in community skills (such as, transportation, telecommunications, purchasing, banking).
- Providing learning experiences in personal and interactive skills (such as, health care, dress, social skills).
- Providing world-of-work information — where people work and what they do (such as, hospitals and restaurants, nursing and cooking).

The School Representative
The school representative links the JobStart team to the school or institution. The representative is a full team member, along with the child, parent(s), volunteer, project staff, and community resource persons.

The school representative's role is to:

- Identify school activities that could benefit from JobStart coordination.
- Identify JobStart activities that reinforce school activities.
- Recruit resource persons for team activities.
- Arrange work experience placements in the school community.

[3] The role of the parent may be filled by another caregiver where appropriate.

JobStart Profile

DEVELOPING A PROFILE – FIRST STEPS

Asking children with disabilities to describe themselves, their likes and dislikes, their activities and surroundings, helps them think about what they want for themselves now and in the future. The checklist that follows is designed for a child who can read or understand words or signing. A team member helps children who cannot read, understand words, or sign to complete the profile.

Each team member completes a questionnaire which provides biographical information as well as perceptions about the child.

The team compiles all of the information gathered and creates a composite profile of the child. This becomes an invaluable tool in planning JobStart activities.

Child's Name: _____

❶ Here are some examples of things people do for fun:
What do you do for fun? (Check)

- ☐ Swim
- ☐ Read
- ☐ Play ball
- ☐ Draw or paint
- ☐ Other (Describe) _____
- ☐ Skate
- ☐ Visit friends
- ☐ Listen to music
- ☐ Dance
- ☐ Sew
- ☐ Play games
- ☐ Watch TV
- ☐ Ride a bike

❷ Here are some examples of places people go in the community.
Where do you go in your community? (Check)

- ☐ School
- ☐ Swimming pool
- ☐ Shopping mall
- ☐ Beauty/barber shop
- ☐ Restaurant
- ☐ Airport
- ☐ Planetarium
- ☐ Dry cleaners
- ☐ Other (Describe) _____
- ☐ Church
- ☐ Doctor's office
- ☐ Ball park
- ☐ Video store
- ☐ Park or playground
- ☐ Aquarium
- ☐ Train/bus station
- ☐ Grocery store
- ☐ Movie theatre
- ☐ Library
- ☐ Laundromat
- ☐ Museum
- ☐ Community center
- ☐ Garden center

❸ Here are some examples of things people do at home.
What do you do to help at home? (Check)

- ☐ Set table
- ☐ Put clothes away
- ☐ Care for pet
- ☐ Water plants
- ☐ Other (Describe) _____
- ☐ Rake leaves
- ☐ Sweep
- ☐ Empty trash
- ☐ Clean bathroom
- ☐ Make bed
- ☐ Wash/dry dishes
- ☐ Cook

❹ Here are some ways people get to places.
How do you usually get to places? (Check)

- ☐ Walk
- ☐ Motor wheelchair
- ☐ Bus
- ☐ Other (Describe) _____
- ☐ Bicycle
- ☐ Van
- ☐ Car
- ☐ Wheelchair

Now go over your lists. Put another check beside those things you like best to do, and those places you like best to visit.

JobStart Profile

Child's Name: _____ Parent(s) Name: _____

- What my child is interested in: _____
- Things my child is ready to learn: _____
- My child is best at: _____
- My child needs the most help with: _____
- Help my child has received in the past: _____
- Special concerns I have about my child: _____
- Suggestions I have about working with my child: _____
- Things I need help with: _____
- My personal JobStart goal for my child is: _____

JobStart Profile

Child's Name: _____ Family Friend Volunteer: _____

- What this child is interested in: _____
- Things this child is ready to learn: _____
- This child is best at: _____
- This child needs the most help with: _____
- Help this child has received in the past: _____
- Special concerns I have about this child: _____
- Suggestions I have about working with this child: _____
- Things I need help with: _____
- My personal JobStart goal for this child is: _____

JobStart Profile

Child's Name: _____ School Representative: _____

- What this child is interested in:
- Things this child is ready to learn:
- This child is best at:
- This child needs the most help with:
- Help this child has received in the past:
- Special concerns I have about this child:
- Suggestions I have about working with this child:
- Things I need help with:
- My personal JobStart goal for this child is:

Unit II: Get Set!

This unit explores the world of work and identifies the skills necessary to enter it. It provides work experiences both in the home and the community.

While this unit can be pursued with one child, the interactions of a group of young people enhance the learning environment.

EXPLORING THE WORLD OF WORK – FIRST STEPS

Because of the wide range of disabilities within a given group, teaching strategies and guidelines are difficult to define. People working with at-risk children in general, however, list the following strategies and learning situations (refer also to the Effective Team characteristics found in Unit I):

- Use the individual needs identified in the profile of the child to determine the teaching strategies you will use.
- Teach to the child's strength or interest (such as, auditory, visual, kinesthetic).
- Create and maintain an environment that is barrier-free and attractive, with good personal interaction.
- Provide feedback to the child on work, progress, and behavior.
- Make sure expectations are simple and clear.
- Set team goals and have the child set personal goals.
- Use a variety of teaching activities and techniques.
- Provide experiences and use activities that enhance the child's self-esteem.

The outlines that follow should be used as points of departure only. Encourage the child's participation in adding to the list. Together, the team can explore the community resources available. Here are a few:

- Local telephone companies that lend telephones and films for basic job training.
- Transportation companies that provide a bus for children to use in practice exercises such as going to an interview or going to a job site.
- Vocational education agencies with mobile career exploration centers which can be used by the child in school. These mobile units can be suitcase-sized, or computer work stations, or demonstration poster boards.

WORK EXPLORATION

In the home

One of the parent team member's roles is to provide in-home learning experiences as a practice and prelude to work. In Minnesota, family members and advocates for children with disabilities wrote a guidebook entitled, "It's Never Too Early, It's Never Too Late."

Family Friends parents might adapt such a motto as they create opportunities for learning new skills at home. Here are some home responsibilities as examples that help build independence: table setting, laundry, bedmaking, and trash disposal.

There are some others on the next page. They are also included in the profile in Unit I.

What else do you do at home ?

- Answer the phone
- Water Plants
- Care for pets
- Use calculator, computer
- Cook
- Use microwave
- (Other — Describe.) _____
- Clean bathroom
- Use VCR
- Rake Leaves

Why do people work?

- To have more freedom of choice
- To have control over their lives
- To gain self-esteem
- To make money
- (Other — Describe.) _____
- To make friends
- To learn skills

Where do people work?

- Libraries
- Business offices
- Banks
- Motels/hotels
- Schools
- Restaurants
- Department stores
- (Other — Describe.) _____
- (Other — Describe.) _____
- Hospitals
- Nurseries
- Factories

What do people do at work?

- Use computers
- Paint and draw
- Make things
- Handle money
- Manage others
- Teach
- Operate machinery
- (Other — Describe.) _____
- (Other — Describe.) _____
- Care for the sick
- Sell things
- Cook and serve meals

What work habits (skills) are needed at work?

- Get to work on time
- Ask for help
- Use the rest room
- Use the telephone
- Complete work
- Look neat and clean
- Eat lunch
- (Other — Describe.) _____
- (Other — Describe.) _____
- Get along with others
- Take the bus
- Follow directions

What skills do I need to learn?

- Good grooming
- Money management
- Using the telephone
- Avoiding accidents
- (Other — Describe.) _____
- (Other — Describe.) _____
- Telling time
- Making choices

In the community
Often, this is the first time a child has been introduced to the actual world of work and to new adults outside of his/her immediate environment. Inviting resource people to talk with the team is helpful to each team member. Field trips to actual work sites are equally valuable. But such activities must be structured and coordinated to ensure maximum benefit. Some suggestions follow.

Using resource people
Resource people enhance JobStart by sharing life experiences. For JobStart, try to obtain resource persons who have disabilities and are currently employed in the work force.

Use this checklist in planning the best use of your visitor's time:

- Discuss the idea of bringing in a resource person with the team.
- Decide on the topic you wish to discuss or explore.
- Make sure the site of the visit is wheelchair accessible.
- Share information about the resource person with all team members.
- Develop a list of questions to ask the visitor.
- Act as a facilitator during the visit.
- See that the discussion is appropriate to the children.
- Keep it simple.
- After the visit, talk about the resource person's presentation and its implications.

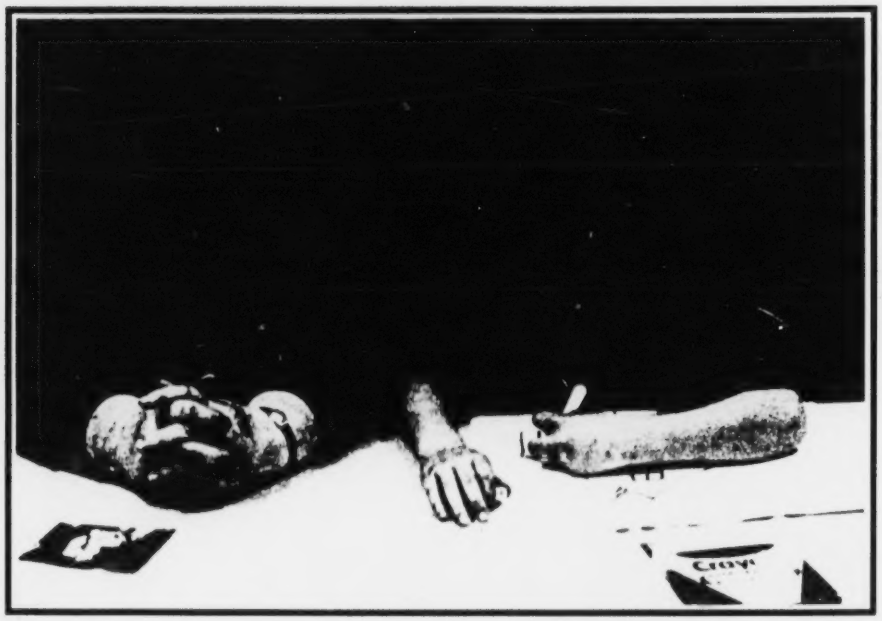
Get reactions from the child for a follow-up to the presentation, perhaps a role play.

VISITING A WORK SITE

Trips to different places help children extend their ideas of the real world. Trips are exciting and can be most informative if planned carefully. Visits to a work place require special advance planning. Use this list of suggestions as a guide:

- Make lists of places in your town or city where people work.
- Decide on the work site based on the expressed interest of the child. The profiles in Unit I can give you some leads.
- Contact the manager of the work site to obtain permission and plan a visit.
- Discuss the trip with the team and get the parents' consent.
- Provide for adequate transportation and combine the trip with learning transportation skills (such as, use of maps and street names).
- Combine the trip with practice in other learning competencies, good grooming, and avoiding accidents.
- Discuss what was seen or heard at the workplace upon your return.
- As a follow-up, use a "Match-A-Mentor" theme: Locate a worker with the same disability as the child who can be a role model.
- Establish "job-shadowing" opportunities where a child follows a worker on-the-job.*

*Both "Match-A-Mentor" and "job-shadowing" are good job transition projects which you may want to discuss with your local transition project staff. These projects may already be available in your local community — you can take advantage of these resources in organizing your follow-up plan.



"It's never too early, it's never too late"

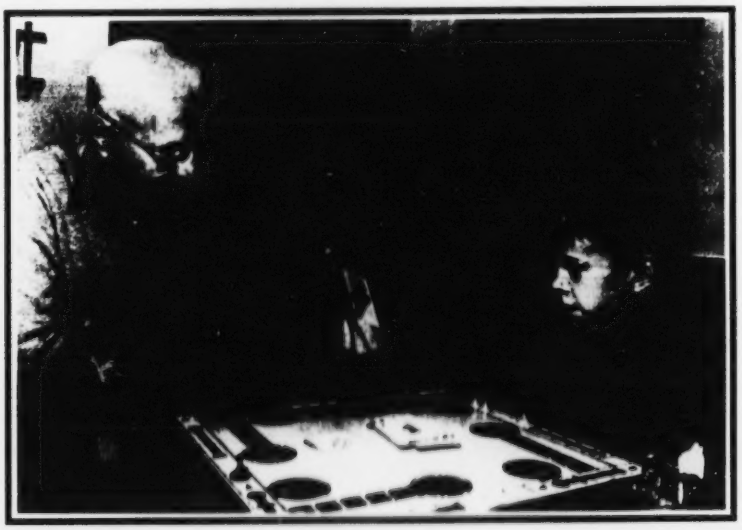
Brian, whose grin is almost as wide as the oversized picture he has just drawn and holds up proudly, lives in a remote rural area of West Virginia. Before he met Vicki, his Family Friend, Brian gave little, if any, thought to what he will be when he grows up. One day Vicki watched Brian as he eagerly took crayons and created a home on paper. She had been trained in JobStart and decided to use its techniques as a way of opening Brian's young mind to the job possibilities available to him.

Together, Vicki, Brian, his mother, and his teacher helped him identify and spark his interest in houses and buildings. They took him to visit a construction company in their area, where he saw workers and supervisors on the job at a building site. Brian was intrigued and wanted to learn more about how he might one day make the creation of beautiful structures part of his life.

Through JobStart his natural curiosity was aroused, and he went on to research his new career choice. Soon he will be enrolled in a vocational training center, where he will learn the building trade from the ground up.

Unit III: Go!

This unit introduces job-hunting skills and higher-level work exploration. It should be undertaken only if the child has mastered the basic work skills of Unit II, through JobStart or elsewhere.



JOB-HUNTING TECHNIQUES - FIRST STEPS

Team members may wish to employ site visits and resource persons for this activity. Special visuals should be gathered in advance. Discussions of Social Security cards, working papers, birth certificates, etc., can be included depending on age and level of the children. Some suggestions of activities follow. Please add your own.

Finding Job Leads

- Cut out want ads from newspaper.
- List types of jobs found in ads.
- Discuss requirements of jobs.
- Visit an employment agency (e.g., the local Job Service office).
- Check supermarket bulletin boards.
- Use the telephone Yellow Pages to find different kinds of employers.
- Invite a "recruiter" to your group.
- Go to the library and look up job-finding books.
- Talk with your school counselors and your neighbors and friends.
- (Other — Describe.)

_____

_____

Writing a Resumé

- Obtain job applications from local businesses.
- Use profile in Unit I to help fill out application.
- Start personal data notebook to keep track of new skills and strengths.
- Practice completing information on resumé outline. (See page 20.)

The Interview

Combine other skills with this activity (e.g. good grooming, telephone techniques).

Role-play the interview process using the following script:

- What type of position are you interested in?
- How did you learn about this job?
- Why do you want to work in this company?
- What qualifications do you have for the job?
- Do you prefer working alone or with others?
- What are your career plans?
- How do you spend your spare time?
- What salary are you looking for?
- What do you have to offer the company?
- What are your best assets?

Resumé Outline

Name:

Address:

Telephone Number:

Career Goals:

Work Experience:

Education:

Special Skills:

References:

WORK EXPERIENCES IN THE SCHOOL AND COMMUNITY – FIRST STEPS

When the team feels the child is ready, the actual placement in the workplace provides the first exposure to employment.

Time limits should be placed on this work experience to avoid exploitation of the child. Placement should match the child's job aspirations to the extent possible. The child may earn a stipend during job placement, just like a regular employee.

The team's school representative can help identify areas within the school where JobStart participants can be placed with adequate supervision available.

Work experience opportunities in the community should be explored by team members for possible placement. Discussions with employers and supervisors should be held in advance of the work-experience placement to make certain that employers understand the child's abilities and needs. Simple "contracts" might be agreed upon for work expected. Listed are possible work experience sites within schools and in the community.

School Work Experience Sites

- Library
- Cafeteria
- Gymnasium
- Computer room
- (Other — Describe.)
- Locker rooms
- Swimming pool
- Administrative office

_____

_____

Community Work Experience Sites

- Churches
- Hotels
- Libraries
- Gas stations
- Restaurants
- (Other — Describe.)
- Grocery stores
- Offices
- Banks
- Department stores

_____

_____

SELF-ASSESSMENT

The central instrument of the JobStart self-assessment is a four-part checklist for the child, the volunteer, the parent, and the school representative.

The checklist includes evaluation of the approach used in training, the level of family interest and involvement, and the school's coordination efforts. Most important, the child is given the opportunity to review and assess his/her experiences in JobStart. When offering help in filling out the forms, be cautious not to suggest a right or wrong "answer" or to insert your own feelings about a question. For children who cannot read or understand words or signing, or have other disabilities:

- Provide someone to help read and take notes on responses.
- Use audio and/or video recorders.
- Put the questions on tape or in Braille.
- Use adaptive typewriters or other devices.

There are several methods for evaluating a program. You may not wish to wait until the program is fully established, but may want to monitor it as you go along. Set up a suggestion box and document conversations with individual team members and comments made at meetings. These should be retained and considered part of the overall assessment.

Self-assessment – The Child

Child's Name: _____

Date: _____

	YES	NO
I have learned where people work.	☐	☐
I have learned what people do at work.	☐	☐
I have learned how people find work.	☐	☐
I have learned two or more skills.	☐	☐
I have learned to work with other people.	☐	☐
I have helped out more at home.	☐	☐
I have learned to be more independent.	☐	☐
I can do things to help other people.	☐	☐
I feel better about myself.	☐	☐
I have begun to think about my future independence.	☐	☐

Self-assessment – The Parent

Parent's Name: _____

Child's Name: _____

Date: _____

	YES	NO
I have participated as a JobStart team member.	☐	☐
I have joined other families in JobStart activities.	☐	☐
I have given my child more tasks to do at home.	☐	☐
My child has learned new skills.	☐	☐
My child has learned where and how people work.	☐	☐
My child can work and plan more easily with others.	☐	☐
My child appears to be more independent.	☐	☐
My child feels better about him/herself.	☐	☐
I have supported my child in his/her JobStart activities.	☐	☐
I have learned more about other volunteers as community resources.	☐	☐
I am thinking more about my child's future independence.	☐	☐

Self-assessment – Volunteer

Parent's Name: _____

Child's Name: _____

Date: _____

	YES	NO
The team has worked cooperatively as a unit.	☐	☐
The team has learned to solve problems.	☐	☐
We have used a variety of teaching techniques, such as graphics and video.	☐	☐
We have used community resources, people and places.	☐	☐
The child has learned two or more new skills.	☐	☐
The child feels better about him/herself.	☐	☐
The child is perceived differently in the home.	☐	☐
The child's interpersonal relationships have been strengthened.	☐	☐
The child is thinking about his/her future.	☐	☐
The child is ready to make choices.	☐	☐
I have had a positive learning experience.	☐	☐
I feel better about myself through sharing my life experience.	☐	☐

Self-assessment – School Representative

School Representative's Name: _____

Child's Name: _____

Date: _____

	YES	NO
I have participated in the team's planning.	☐	☐
I have been able to bring school experiences to bear on JobStart activities.	☐	☐
I have coordinated JobStart activities with academic ones.	☐	☐
I have assisted in work experience placements.	☐	☐
I have learned more about this child and his family through JobStart.	☐	☐
I have learned more about older persons as a community resource.	☐	☐

Resource Guide

NEXT STEPS

The JobStart program has been designed for 10-year-olds and older. Some of the JobStart activities can be eliminated if they have already been tried elsewhere.

It is important, however, to follow a developmental progression of experiences as the child matures in understanding.

Transition to actual competitive employment follows naturally as an extension of JobStart activities. Resource people used in Units II and III can help in this transition planning, as well.

An interagency transition meeting can be convened by the team, attended by representatives of Job Service, Vocational Rehabilitation Service, Special Education programs, independent living centers, and various other specialized organizations and agencies.

Referrals to more advanced training can be developed for the young person, an Individualized Education Plan (IEP) can be drafted, and a list of all potential options for the future created.

Many materials available for help in transition planning for young people with disabilities are listed in the JobStart Resource Guide.

This list of resources was compiled to help you find additional information, approaches, and techniques as you assist children with disabilities in realizing their individual productive potential.

There are many hundreds of references that could have been included here; we listed, instead, organizations, agencies, and businesses that can provide you with more detailed information about topics of your interest and needs. Also listed are some specific newsletters, publications, resource centers, and videos that can be helpful.

A simple letter to the addresses shown, stating your purpose and requesting material, should bring a host of information to your mailbox.

ORGANIZATIONS, AGENCIES, AND BUSINESSES

Adolescent Employment
Readiness Center (AERC)
111 Michigan Ave., NW
Washington, DC 20010-2970

AT & T National
Special Needs Center
2001 Route 46
Parsippany, NJ 07054-1315

Architectural & Transportation
Barriers Compliance Board
1111 18th Street, NW
Washington, DC 20036

Beach Center on Families and Disability
c/o Institute of Life Span Studies
University of Kansas
3111 Haworth Hall
Lawrence, KS 66045

IBM National Support Center
for Persons With Disabilities
P.O. Box 2150
Atlanta, GA 30301

IBM Program To Train
Disabled Persons
IBM Corporation
800 N. Frederick Ave.
Gaithersburg, MD 20879

Job Accommodation Network
Committee on Employment of the
Handicapped & The Disabled
West Virginia University
809 Allen Hall
Morgantown, WV 26506

National Association for
Industry-Education Cooperation (NAIEC)
235 Hendricks Blvd.
Buffalo, NY 14226

National Center for Youth
With Disabilities
University of Minnesota
Box 721-UMHC
Harvard Street at East River Road
Minneapolis, MN 55455

National Down Syndrome Society
Computer Education Program
666 Broadway
New York, NY 10012

National Information Center for Children
and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013

President's Committee on Employment of
People with Disabilities
Office of Plans, Projects and Services
1111 20th Street, NW, Room 636
Washington, DC 20036

Projects With Industry
Rehabilitation Services Administration
400 Maryland Ave., SW
Washington, DC 20202

Recording for the Blind
Office of Public Affairs
20 Roszel Road
Princeton, NJ 08540

The Dole Foundation,
Suite 850, 1819 H Street, NW
Washington, DC 20006
Information on programs which focus on the employment of people with disabilities.

PUBLICATIONS

Children With Special Needs Collection.
B. Dalton and Barnes & Noble Bookstores, nationwide.

Coming of Age: A parent's guide to supported employment and transition from school to work.
T. James-Manus, 1989.
Employment Opportunities, Inc.
3509 Haworth Drive, Suite 402
Raleigh, NC 27609

Improving Social Skills: A Guide for Teenagers, Young Adults, and Parents, 1989.
The Learning Disabilities Project
Interstate Research Associates, Inc.
7926 Jones Branch Drive, Suite 1100
McLean, VA 22101

Parent Primer: Secondary programs for students with severe disabilities.
R. Slovic, P. Ferguson, B. Lynch & B. Wilcox, 1988.
Parents' Graduation Alliance
1791 Alder Street
Eugene, OR 97403

Transition Planning: Creating positive futures for students with disabilities.
P. Sample, K. Spencer & G. Bean, 1990.
Transition Services, Department of Occupational Therapy
Colorado State University
Fort Collins, CO 80523

NEWSLETTERS

Connections. The Newsletter of the National Center for Youth with Disabilities
University of Minnesota
Box 721-UMHC
Harvard Street at East River Road
Minneapolis, MN 55455

Families and Disability Newsletter.
Beach Center on Families and Disability
c/o Institute for Life Span Studies
University of Kansas
3111 Haworth Hall
Lawrence, KS 66045

Information from HEATH
HEATH Resource Center
American Council on Education
1 DuPont Circle, NW, Suite 800
Washington, DC 20036

RESOURCE CENTERS

Will send you special bibliographies and printouts.

Illinois Vocational Curriculum Center
East Central Network
Sangamon State University, F-2
Springfield, IL 62974-9243

National Resource Library
National Center for Youth
with Disabilities,
Box 721, UMHC
Harvard Street at East River Road
Minneapolis, MN 55455

ERIC Database. Contains nearly 700,000 abstracts of documents and journal articles on education research and practice.
U.S. Department of Education
Office of Educational
Research & Improvement
Washington, DC 20208-5720

GENERAL SOURCES

Career Exploration departments at colleges and universities. Requests should be disability specific.

Local Chambers of Commerce

VIDEOS

"Good Friends," *CBS Sunday Morning*, May 12, 1991, a video feature on the Family Friends program showing older adults working with young children who have disabilities. Available from
The National Council on the Aging, Inc.
409 Third Street SW
Washington, DC 20024
Attention: Family Friends.

"Part of the Team: People with Disabilities in the Workforce"
National Easter Seal Society
Communications Department
70 East Lake Street
Chicago, IL 60601

"Special Kids, Special Dads: Fathers of Children with Disabilities"
Association for the
Care of Children's Health
7910 Woodmont Ave., Suite 300
Bethesda, MD 20814

"It's Never Too Early, It's Never Too Late - Personal Futures Planning"
Metropolitan Council
Mears Park Centre
230 East Fifth Street
St. Paul, MN 55101

"Transitions"
Adolescents work at Chase Manhattan Bank with credit card billing.
Young Adult-Institute, PID Tapes
460 West 34th Street
New York, NY 10001

"Future Trends for People with Developmental Disabilities"
Young Adult Institute, PID Tapes
460 West 34th Street
New York, NY 10001

"A New Way of Thinking"
(award winning video tape)
Community integration for individuals with severe disabilities.
Governor's Planning Council on Developmental Disabilities
Minnesota State Planning Agency
300 Centennial Office Bldg
658 Cedar Street
St. Paul, MN 55155

"Transition: A Way of Life"
School to work transition.
State Department of Education
Special Education Section
650 West State Street
Boise, ID 83720

OTHER FAMILY FRIENDS PUBLICATIONS

JobStart is one of four NCOA publications about the **Family Friends Program.** If you would like to learn more about ***Family Friends, Rural Family Friends***, and ***Family Friends in Homeless Shelters***, and if you would like more copies of this NCOA publication, please write or call:

THE NATIONAL COUNCIL ON THE AGING, INC.
Family Friends Resource Center
409 Third Street SW
Washington, DC 20024
Telephone (202) 479-6675
FAX (202) 479-0735

The National Council on the Aging has many more publications that can help you in your work on disability issues. Membership in NCOA will bring you *NETWORKS*, a bimonthly newsletter containing information on aging and disability as well as Family Friends program current information, and *Perspective on Aging*, a bimonthly magazine containing articles on aging issues, including aging and disabilities, and on intergenerational subject matter. For more information on becoming a member, call NCOA: (202) 479-6606.

The National Council on the Aging wishes to acknowledge the work performed by **Nancy Snyder Bishop**, the consultant who researched, designed and wrote the curriculum materials for JobStart.

NCOA also wishes to thank **Marjina Kaplan** for her contributions to the development of all the Family Friends manuals. Ms. Kaplan served as writer and editorial advisor during the preparation of this publication, as well as of ***Family Friends, Rural Family Friends,*** and ***Family Friends in Homeless Shelters.***

In addition, NCOA's communications staff, **Louise Cleveland**, and **Cynthia Simms**, have contributed to the preparation of this publication.

Family Friends projects are of great help to families struggling to raise children with disabilities to achieve their fullest potential and to become productive and active citizens.

JobStart is a wonderful complement to the Family Friends Program. JobStart correctly assumes that disabled children must embrace from an early age the assumption that they can, and will, eventually enter the world of work and develop productive and fulfilling careers. The JobStart program therefore brings together a team —child, parent, Family Friends volunteer, and school representative— to focus the energies of the child on the ultimate goal of employment and independent living.

I am very pleased that my own state of Iowa will be the site of one of the first Family Friends JobStart projects, and I look forward to the day when more Family Friends and JobStart projects are laying the groundwork for independence for disabled children.

Senator Chuck Grassley (R-IOWA)

THE NATIONAL COUNCIL ON THE AGING, INC., established in 1950, is the national organization for professionals and volunteers who work to improve the quality of life for older Americans. Intergenerational programming has been a major focus at NCOA. It enhances the understanding of how Americans of all ages can work together to help bring some relief to families facing formidable responsibilities. NCOA also serves as a national resource for information, training, technical assistance, advocacy, and research on every aspect of aging.

This JobStart publication has been prepared with the funding assistance of **The Dole Foundation, Washington, D.C.**, and **The Hartford Insurance Group Foundation, Hartford, Connecticut**. The National Council on the Aging wishes to express its profound thanks to both of these organizations for their support of and commitment to the Family Friends program.

The Dole Foundation, Washington, D.C., is dedicated to enabling organizations which conduct unique and innovative programs to serve the employment needs of people with disabilities.

The Hartford Insurance Group Foundation, Hartford, Connecticut, provides funding for community-based programs that support: education/job training; health; urban/civic affairs, art/culture; and mature Americans.

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